



## Unit 38: Coaching Football The Liverpool Way

### Delivery guidance

#### Approaching the unit

This unit is an introduction to coaching football the Liverpool Way through exploring key concepts that the club has utilised with success for many years. As learners explore the Liverpool Way, they will develop their own coaching skills to incorporate each aspect that has helped to produce a string of successful players from academy to first team.

The emphasis of this unit is coaching using the proven Liverpool Way and will challenge learners to incorporate this style within their own coaching practice. Initially, learners will delve into the Liverpool Way of coaching and developing understanding of the techniques and approaches utilised as well as the importance of effective communication and feedback for any coaching session. Learners will go on to explore the Liverpool Way coaching principles and the Liverpool Football Club (LFC) player development model. Learners will then develop their own ability within coaching and understand how to effectively plan, deliver and evaluate in the way that an LFC international academy coach would.

Learners will require sufficient opportunities in order to develop their practical skills and ensure that these are honed to the best of their ability.

#### Delivering the learning aims

For **Learning aim A**, you could introduce the different coaching techniques and approaches, ensuring that there is sufficient emphasis on the Liverpool Way values and ethics. It may be beneficial to learners to experience the different coaching approaches; this could be completed by tutor-led practical sessions. Learners could then be introduced to different types of communication with YouTube clips utilised as visual aids for learners and a variety of games such as 'Chinese Whispers' or drama-based activities to share different elements of communication. Feedback could be introduced alongside this in order to help learners understand its importance and how to provide this to peers effectively. The Liverpool Way coaching principles could then be introduced to learners, both theoretically as well as practically. It would be beneficial for learners to experience the principles practically in order to understand how these would look within a practical situation.

Learners would benefit from watching videos of Liverpool International Academy sessions, which show the Liverpool Way in practice. (There are numerous examples of these sessions listed in the Resources section at the end of this Delivery Guide.)

Learning aim A could conclude with a full exploration of the LFC player development model to ensure learners understand the structure and progression through the club.

For **learning aim B**, you could introduce the different coaching and learning styles within a theoretical environment to ensure learners understand the key elements of each of these. Once covered theoretically, it may be beneficial for learners to experience the different coaching and learning theories practically. This would allow them the opportunity to experience positive coaching before they develop their own coaching skills to utilise within their own sessions.

Introducing learners to planning, risk assessing and preparing using the Liverpool Way could be conducted in a classroom environment providing learners with the opportunity to plan sessions, carry out risk assessments and practise the best ways to prepare correctly and safely. Learners



could also consider their plans and how their experience as a coach can impact on the environment and the coaching principles. Learners may wish to compare their level of experience to another more experienced coach in order to fully understand how 'practice makes perfect'. Learning aim B could conclude with tutor-led revision to recap all sections of learning aims A and B before tackling assignment 1.

**Learning aim C** is heavily practical, but it may be beneficial for learners to introduce this in a classroom setting in order to explore the priorities of a coach, assistant and player when delivering a coaching session. Learners could explore a coaching session from all viewpoints (as a coach, as an assistant and as a player) with a focus on their priorities within each role.

Learners could go on to put their coaching skills into practice using the Liverpool Way. Opportunities to deliver a coaching session utilising the Liverpool Way would be highly beneficial in order to develop and perfect their skills. It is also important that learners are provided with the opportunity to use communication methods effectively and to give and receive feedback to support their development further. The feedback should focus on all aspects of the session planned and delivered and be conducted using the learning from learning aim A.

Learning aim C could be concluded with learners demonstrating their confidence with coaching the Liverpool Way before going on to complete the assignment.

**Learning aim D** is about reviewing the session coached using the Liverpool Way. This could be delivered through a variety of tutor-led sessions and individual activities to allow reflection time and for learners to understand the importance of this. Learners could be guided through reviewing the Liverpool Way values and ethics before considering the different sources of feedback that can be used. It is imperative that learners understand how to review effectively and relate this to the Liverpool Way.

To conclude this learning aim, learners could explore the coaching styles and methods of legendary LFC managers and compare their own performances to these. They could relate the Liverpool Way to both their own practice and that of experienced coaches who have been utilising this method for a sustained period of time before completing the final learning aim for this unit.



## Assessment model

Learning aim	Key content areas	Assessment approach
<b>A</b> Examine The Liverpool Way of coaching	<p><b>A1</b> Coaching techniques and approaches</p> <p><b>A2</b> Importance of effective communication and feedback for empowerment</p> <p><b>A3</b> The Liverpool Way coaching principles</p> <p><b>A4</b> The Liverpool Football Club player development model and use of role models</p>	<p>A written document that focuses upon communication, feedback and coaching theories as well as the Liverpool Football Club player development model from a coach's perspective.</p> <p>Produce three coaching sessions The Liverpool Way evaluating its use in planning and delivering as well as providing an explanation of the impact of learning theories on the planning process.</p>
<b>B</b> Understand how to plan coaching sessions The Liverpool Way	<p><b>B1</b> Styles of coaching and learning</p> <p><b>B2</b> Planning The Liverpool Way</p> <p><b>B3</b> The impact of a coach's experience and the environment on coaching principles</p>	
<b>C</b> Deliver a coaching session The Liverpool Way	<p><b>C1</b> Priorities when delivering a session</p> <p><b>C2</b> Leading a coaching session</p>	<p>Evidence of delivery a coaching session using The Liverpool Way of coaching. Video recording and supporting witness statements to be included.</p>
<b>D</b> Review own performance of delivering The Liverpool Way	<p><b>D1</b> The Liverpool Way values and ethics</p> <p><b>D2</b> Feedback</p> <p><b>D3</b> Review own coaching style with comparison to historic LFC managers/coaches</p> <p><b>D4</b> Review learning styles</p>	<p>Written document focusing upon strengths and areas for improvement of the delivered session providing an assessment of your own style against The Liverpool Way.</p>



## Assessment guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

It is suggested that **learning aims A and B** are assessed together in two tasks. The first task is to produce a written document that focuses on the communication and feedback used by coaches as well as coaching and learning theories in which learners include the LFC player development model as well as a clear explanation of the Liverpool Way and how this can be used by coaches successfully.

The second task is to produce three session plans, using the Liverpool Way, accompanied by an evaluation of the Liverpool Way and its use when planning and delivering coaching sessions. The coaching sessions should show how learners have considered players' needs.

To support learners in their evidence production, they should be encouraged to use headings and sub-headings to clearly signpost their information to ensure they include all required aspects.

**Learning aim C** is assessed through the delivery of a coaching session utilising the Liverpool Way. The delivery of the sessions should be recorded by video where possible. Where this is not possible, photographic evidence should be provided and annotated by the learner – there should be a range of photographs to demonstrate different aspects of the session and progressions. Tutors should complete observation records in order to ensure that anything missed by the video or photographic evidence or preparation etc. is evidenced. This observation document should also include supporting evidence of the session being delivered independently.

**Learning aim D** is assessed via a review of the learner's own performance when coaching using the Liverpool Way. Learners should clearly consider their strengths and areas for improvement relating all to their use of the Liverpool Way as well as to the impact that the different learning styles had on their session. Learners should provide an assessment of their performance against the Liverpool Way and, where possible, compare their own performance to that of a successful LFC manager.



## Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Introduction

You will find it useful to introduce this unit by discussing the different styles of coaching and how these may differ between coaches, sports and organisations. In order to be successful, learners will need to have a thorough understanding of coaching football the Liverpool Way and will need to understand how this differs from more traditional coaching methods.

Throughout the delivery of this unit, learners should be encouraged to reflect on their understanding of coaching the Liverpool Way and work to develop their own practice ensuring they utilise the key concepts to the best of their ability.

### Learning aim A - Examine the Liverpool Way of coaching

- Introduce learning aim A with video clips of LFC coaches in action (see Resources section of this Delivery Guide for links). A variety of clips can also be used to show and how coaching styles can differ from coach to coach and club to club (although the focus should concentrate on LFC coaching). A discussion could be held that draws out the difference in approaches that are used as well as philosophies that are seen by different coaches.
- For A1, introduce the various coaching approaches and philosophies and what these may entail. Learners can be set a research task to discover the Liverpool Way values and ethics and should consider their findings in relation to the philosophies and approaches covered and discussed previously. Learners should present their findings and considerations to the wider group.
- For A2, introduce the different types of communication and feedback, providing clear reasoning for each point. Provide learners with several practical sessions to highlight the importance of different methods communication to meet different needs and to allow them to see the power of feedback when provided effectively. Learners can create a 'prompt sheet' for themselves to utilise when coaching in order to remind them of the key aspects that they should incorporate to be the best and most effective coach possible.
- It may be beneficial to learners to have the opportunity to lead a short session here. They could focus on their communication skills as well as how they give feedback within the session. Peers can then provide feedback at the end of each session to ensure that each learner experiences how communication and feedback can empower.
- To consolidate A1 and A2, a visit to a local club could be arranged in order to allow learners to observe a professional coach in action. They could make notes on the different communication and feedback methods used and how these are used effectively. If the opportunity arises, they can also ask questions to help develop their knowledge and understanding.
- For A3, introduce learners to the Liverpool Way coaching principles. Learners could conduct research into the differences between the Liverpool Way coaching principles in comparison to other clubs, and how these cater for differing age groups, experience, coach age/ability/experience etc. Learners should present their findings ensuring that they discuss the importance of the Liverpool Way principles in the success of the coaching strategy in the UK and worldwide.



- For A4, learners undertake research into the LFC player development model. They can map this model against other clubs, professional and non-professional, to look for key differences and reasons for the success of the LFC coaching model. Learners can produce a leaflet or booklet for LFC players to explain the player development model and ensure that they are aware of where they will progress onto in the future if successful.

### **Learning aim B: Understand how to plan coaching sessions the Liverpool Way**

- Learning aim B is introduced via a practical session where learners participate in a tutor-led session to experience different coaching styles and consider the different ways that themselves and their peers are learning. The different learning theories can be introduced within the practical setting to allow learners the opportunity to see which they relate to them as participants.
- For B1, introduce the learning theories, individual learning preferences and how to create a positive learning environment. Learners use their knowledge and experience from the practical session to share with peers the importance of catering for different needs and styles of learners. Learners work together to create a booklet of suggested ways to deliver coaching sessions to different players with different individual learning preferences.
- For B2, learners are provided with clear information of how to plan utilising the Liverpool Way. They are provided with clear templates to work from and practise producing plans for coaching. They should also be introduced to risk assessing and practise completing risk assessments. This can be conducted in practical areas with learners using templates to walk around and carrying out their own assessments on key areas and equipment. It will be beneficial to allow learners the opportunity to attempt to put a plan into action. This will allow them to understand key aspects of planning more effectively and produce more effective and useful plans.
- For B3, learners should explore the impact of a coach and the environment on a session. They can do this by researching and watching several videos that show different coaches in action in differing environments. Learners should participate in a class discussion about aspects such as coach experience and the role this can play in effective coaching and development.
- Once completed, it would be beneficial to recap the different elements of learning aims A and B as these are assessed as a whole.

### **Learning aim C: Deliver a coaching session the Liverpool Way**

- To introduce learning aim C, invite a guest speaker in to discuss the priorities of a coach, an assistant or volunteer and the player during a coached session. The guest speaker would lead a practical session demonstrating how these priorities may look or how the different stakeholders may experience a session differently to each other. For example, a coach may explain an activity and believe it is clear, allowing all to begin, but players don't understand meaning that assistants/volunteers need to spend time demonstrating to help players understand fully.
- For C1, following the practical session, learners create a priorities overview for each of the stakeholders. They should ensure that they consider these for each individual involved and produce a document that they can use to remind themselves of the different priorities during a session. This could be something that helps them maintain focus when delivering their session.



- For C2, learners lead sessions for their peers in order to develop their skills and their implementation of coaching the Liverpool Way. At the start of each session, learners should be allowed preparation time and at the end of each session, time to receive peer feedback that is both positive and developmental. It is important that all learners get the opportunity to deliver at least two planned sessions to allow them to act on feedback received and develop their confidence.

#### **Learning aim D: Review own performance of delivering the Liverpool Way**

- For D1, revisit the Liverpool Way values and ethics and discuss how these are implemented, what they look like and how they are included by a coach within a session. Learners create posters that the whole class contribute to in order to provide all the information as to how these are achieved. A class discussion should be held to allow all learners the opportunity to engage and provide information they believe is useful.
- For D2, introduce reviewing and what this entails, discussing the different sources and methods of feedback and sharing examples with learners. Set learners a task to research the different methods of feedback and provide positive comments for each method before designing their own feedback document (a coach assessment, self-assessment, peer assessment, observational, performance profiling and statistical performance analysis). Provide learners with the opportunity to participate in a practical session in order to carry out a short review using the methods discussed.
- For D3, learners research historical LFC managers and coaches, looking for their coaching styles. Learners should focus on one or two managers/coaches and find as much information as possible – including clear evidence to support their findings. Learners should work with a partner to complete a comparison of one of the pair against an historical LFC manager/coach. They should produce a visual comparison to demonstrate their findings.
- For D4, learners should be introduced to how to review different learning styles that they are presented with when coaching. Working with a partner, learners should create a table to clearly identify the difference between their expectation and reality (using a session that they have coached as evidence for this).



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 15: Developing Coaching Skills
- Unit 16: Applied Coaching Skills
- Unit 37: The Liverpool Coach Employability Skills.

## Resources

### Textbooks

Honey Peter and Mumford Alan, *The Manual of Learning Styles*, (Peter Honey Publications; 3<sup>rd</sup> Revised Edition, 1992), ISBN 978 0950844473. Information on Honey and Mumford's learning styles.

Kolb David A, *Experiential Learning: Experience as the Source of Learning and Development* (Prentice Hall, 1983), ISBN: 978-0132952613. Information on Kolb's theory of learning styles.

Leal C. Bento III, *4 Essential Keys to Effective Communication*, (CreateSpace Independent Publishing Platform, 2017), ISBN: 978-1546581734. Information regarding effective communication.

### Videos

#### LFC International Academy sessions

Liverpool International Academy: Japan – staying on the ball and one vs one skills, sessions 1-4:

<https://vimeo.com/462971746> (Password: LFCIARF1)

<https://vimeo.com/462965064> (Password: LFCIARF2)

<https://vimeo.com/462960258> (Password: LFCIARF3)

<https://vimeo.com/462953572> (Password: LFCIARF4)

Liverpool International Academy: Japan – attacking skills, sessions 1-3:

<https://vimeo.com/461713322> (Password: LFCIAMS1)

<https://vimeo.com/461720326> (Password: LFCIAMS2)

<https://vimeo.com/461837664> (Password: LFCIAMS3)

Liverpool International Academy: Korea sessions 1-4:

<https://vimeo.com/460144365> (Password: LFCIAKR1)

<https://vimeo.com/460135348> (Password: LFCCCKR2)

<https://vimeo.com/460138657> (Password: LFCCCKR3)

<https://vimeo.com/460139455> (Password: LFCCCKR4)

#### Other coaching videos

<https://www.youtube.com/watch?v=TJHVOXatgYw>

What makes a good sports coach.

<https://www.youtube.com/watch?v=OkGXYWxthIE>

Coaching approaches.

[https://www.youtube.com/watch?v=X\\_bxmSH-2o](https://www.youtube.com/watch?v=X_bxmSH-2o)

Coaching methods.

<https://www.youtube.com/watch?v=4o6FGvMHMcQ>

Klopp and team coaching.



<https://www.youtube.com/watch?v=RENQCfl-EGg>

Jürgen Klopp – secrets to coaching success.

<https://www.youtube.com/watch?v=5HKo0IXTFuM>

Jack Rutter: Person Before Player | FA Learning Interview

<https://www.youtube.com/watch?v=xOrSLnPiDeM>

Gareth Southgate: My Coaching Approach | FA Learning Interview

<https://www.youtube.com/watch?v=iB2kaLOJl1s>

Abbie Sadler: Supporting The Female Game | FA Learning Interview

<https://www.youtube.com/watch?v=frPMe6RCqfM>

Steven Gerrard: Starting The Journey | FA Learning Interview

<https://www.youtube.com/watch?v=w6vTL6FDLdg>

Vicky Jepson | Life as a manager

<https://www.youtube.com/watch?v=aj-OxJMkS0U>

Female Role Models: Vicky Jepson

<https://www.youtube.com/watch?v=FZOtKfWx7hl>

Thomas Gronnemark | My work as throw-in coach at Liverpool FC | Ask the Coach

<https://www.youtube.com/watch?v=VUH4LqVErjI>

Brendan Rodgers explains his managerial philosophy | Football Focus

<https://www.youtube.com/watch?v=RENQCfl-EGg>

Jürgen Klopp shares his secrets to coaching success

<https://www.youtube.com/watch?v=GfjI6qStVic>

Coaching session with coach and assistant coach.

<https://www.youtube.com/watch?v=1sLQb0SU7cM>

LFC International Academy.

### **Websites**

<https://community.ukcoaching.org/spaces/17/coaching-children-ages-5-12/blogs/general/111/the-importance-of-making-your-sessions-fun-and-engaging-for-5-12-year-olds>

Information around engaging children in coaching session. UK based but the same principles will apply in other countries.

<https://www.liverpoolfccamps.com/play-the-liverpool-way.php#:~:text=This%20philosophy%20of%20'The%20Liverpool,and%20reach%20their%20full%20potential>

An overview of how the Liverpool Way is applied to academy coaching.

<https://soccerschools.liverpoolfc.com/news/lfc-ia-kunming-head-coach-on-coaching-the-liverpool-way-in-china>

LFC IA Kunming Head Coach on coaching the Liverpool Way in China.

<https://thesefootballtimes.co/2015/02/03/the-liverpool-fc-academy-way/>

These football times provides information on the Liverpool FC Academy Way.

<https://www.ukcoaching.org/courses/learn-at-home/how-to-coach-plan,-do,-review>

Information regarding coaching, planning, 'doing', and reviewing. This is UK coaching but alternatives can be sourced depending on country.

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.*